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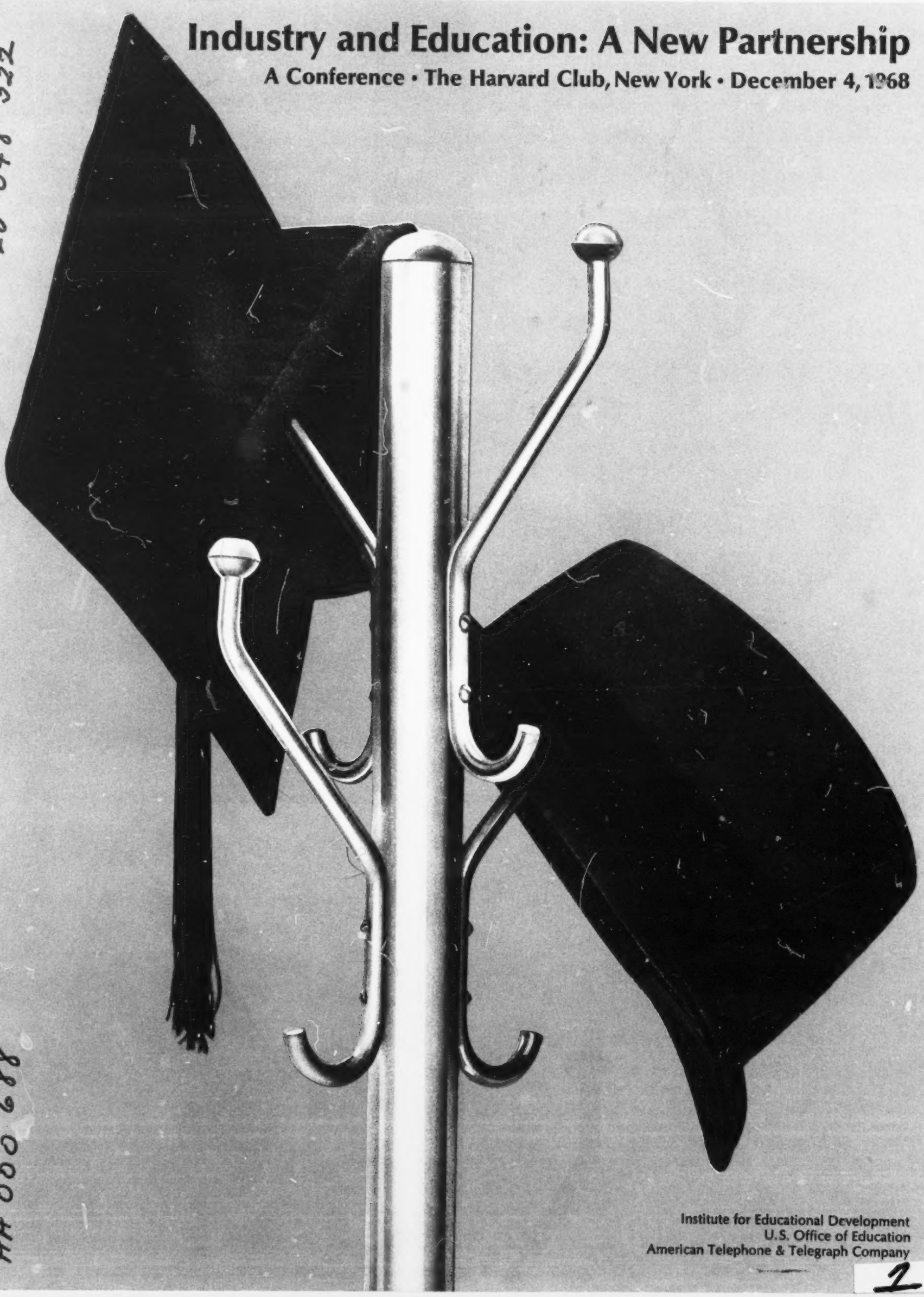
ABSTRACT

Superintendants and school board members from many large cities in the country came to the Industry-Education Conference to talk across the table with executives from many of the nation's largest corporations. They spoke candidly about the troubles of urban school systems and about whether and how, and sometimes when and where, they might help each other. Leaders from labor, foundations, and professional organizations in education were invited also in order to gain their experience and points of view. The sense of what they said to each other is shown in quotation in the body of this report. The purpose of the meeting was exploratory rather than explanatory. The participants explored each other's aims and tried to find mutually acceptable objectives for education. Agreement did not come often, and many questions went unanswered. The participants worked hard at identifying problems in education which seemed worthy of cooperative approaches. At the conclusion of the meeting, participants were asked to complete a two page evaluation form. The forms were color-coded so that the participants could remain anonymous but the returns could be classified according to industry, education and community. The results are summarized and tabulated in this report. (ON)

ED 048 522

Industry and Education: A New Partnership

A Conference • The Harvard Club, New York • December 4, 1968



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Institute for Educational Development
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"Our future is wrapped up in the
future of the cities and this depends
on education of a quality and character
that is relevant to the changing
city-community needs.
It seems to me essential, therefore,
that business should actively
support efforts to improve education . . ."

H. I. Romnes, Chairman of the Board
American Telephone & Telegraph Company

"I hope each of you will devise
new modes of cooperation between
education and industry to strengthen
a partnership that is as promising
as it is young. For not only will
that partnership benefit our schools,
their graduates, and the businesses that
depend on fresh infusions of youth,
it will benefit also a nation . . ."

Harold Howe II
Former U. S. Commissioner of Education

A Beginning

Superintendents and school board members from many of the largest cities in the country came to the Industry-Education Conference to talk across the table with executives from many of the nation's largest corporations. They talked candidly about the troubles of urban school systems and about whether and how, and sometimes when and where, they might help each other.

Leaders from labor, foundations, and professional organizations in education were invited also in order to gain their experience and points-of-view for the discussions.

At the opening of the meeting Dr. Sidney Marland (IED) declared that there would be no speeches and described what was happening as a "non-conference." No reports from committees were heard and no resolutions were adopted. What could these people hope to accomplish in one day of discussion? What kinds of "partnership" attracted their interest and brought them together? The sense of what they said to each other will be shown in quotation in the body of this report.

At the close of the day Dr. Marland spoke briefly from his own recent experience as a big-city school superintendent in Pittsburgh. He stated the chief conclusions of the sponsors of the meeting: that the "new partnership" probably will not take the form of a national organization of institutions and people; and that, instead, the concept of local control in American education will lead to local partnerships based upon local Urban Coalitions, Chambers of Commerce, schools committees, or upon whatever local arrangements the partners choose.

That theme was underlined in a closing reminder by Elinor K. Wolf (USOE), "We hope the conversations today will help you start conversations between industry and the schools in your own cities. If you have already started, then I hope you go on to the regular, trusting, and informative communications of real partners, and then move forward together into action programs in urban education."

Partners and Purposes

For years, fragmentary accounts in the press have described joint projects of corporations and urban school systems. Often small in scale and experimental, usually inspired by the energy and faith of a handful of local businessmen and educators, these attempts seem to promise a very broad basis for cooperation. Some of them augur radical improvements for education in the cities.

General Electric in Cleveland; Eastman Kodak in Rochester; Michigan Bell Telephone in Detroit; Winchester Division of Olin-Mathieson in New Haven; Kaiser Aluminum in Oakland: the partnership projects indicate a national pattern of mutual concern and willingness to cooperate. But more should be known by those who are trying to understand and expedite partnerships between industry and the schools.

Hence, in stating purposes for the meeting, the sponsors urged participants to avoid the temptation to seek final solutions. Instead, it was hoped they could use this meeting for exploratory conversations on the meaning of their own experiences and the possibilities for their own future — as partners in urban education.

The purposes of the meeting therefore were said to be exploratory, rather than oracular, or explanatory. These were initial conversations on this subject for some of the participants. The many unknowns in industry-education cooperation justified prospecting, supposition, and speculation. And, of course, decision-makers from these dissimilar worlds needed to explore each other, as persons, thinkers, and doers.

First conversations somewhat similar to these may be necessary in the beginning of every local partnership.

Who Called The Meeting?

The first ideas for the conference appeared in the work of the immediate staff of the U.S. Commissioner of Education, Harold Howe II, in the spring of 1968. Dr. Charles H. Smith, Special Assistant for Urban Education to the U.S. Commissioner, and Elinor K. Wolf, Coordinator, Citizen Participation, then invited the Institute for Educational Development to serve as co-sponsor. IED is a non-profit research and development firm with headquarters in New York City.

In September American Telephone & Telegraph Company pledged essential financial assistance and thereafter served in all respects as co-sponsor.

In advance of the meeting, the sponsors drew up questions which they hoped would engage the participants in frank and informal discussion. The questions also were aimed at some of the unknowns in the proposed new partnerships. After July 1968 the sponsors worked jointly on plans and preparations.

How can school and business leaders gain ready access to each other? What are the usual obstacles to frank exchange of views and information? Who should take the initiative? How can they get around the stereotypes and labels which educators and businessmen often assign to each other?

If powerful institutions are to make common cause, after a long history of independent and dissimilar operations, how are they to agree on common goals for urban education? What goals are advanced by educators? By businessmen?

What kinds of help do the schools need? How, for example, can the schools deal with large-scale drug addiction? What should industry expect as a reasonable performance for urban schools in educating children reared in extreme poverty?

What kinds of partnership projects appear to offer measurable and lasting improvements to education in the cities? What special kinds of knowledge, skill, and influence can industry bring to bear? How do these match the most pressing difficulties of large school systems?

The sponsors of the conference operated an interesting partnership of their own: a government agency (USOE), an independent educational institution (IED), and a great corporation (AT&T).

The Enterprise

For readers who may have been away from education for a few years, these notes will try to sketch its present scope and some of the opportunities and difficulties ahead.

It is extremely hard to get a whole view, much less a clear picture, of an enterprise as vast and intricate as public education in the United States. Our country has over 125,000 educational institutions. Over 2½ million teachers instruct over 55 million students. Without even considering the corollary businesses, such as publishing houses, producers of instructional aids and equipment, government agencies, and school construction, the people actually occupied in the formal teaching-learning process comprise about 30% of our population. Projections indicate over 63 million students and over 3 million teachers in 1975.

Expenditures for public education are increasing each year. The total outlay in 1967 was 58½ billion dollars, or almost 8% of gross national product. Ten years ago, expenditures for education represented only a little over 4% of GNP. Projections for 1975 indicate that educational outlays then could run as high as 91½ billion dollars.

The idea of universal, free education continues to express the astounding aspirations of American society. Despite all of the apparent problems in education today, we seem to have a more highly educated populace than any other country in history. Projections for 1970 estimate that the median of school years completed for all persons over 25 will be 12.0 years. In 1940 the median was 8.6.

More than half of the nation's high school graduates now enter college. About half of those who enter college sooner or later graduate. Furthermore, post-graduate enrollment is increasing even more rapidly than under-graduate enrollment. Some 25% of today's recipients of the bachelor's degree go on to earn advanced degrees.

In addition, junior colleges are multiplying at the rate of about one per week, and we are seeing increases in the number of adult education courses, compensatory education programs, and research concerning innovative educational methods.

Yet, in the midst of such scholastic plenty and despite evidence of enormous accomplishments, there are many problems and they seem to be growing in number and complexity.

The quality of education varies widely from state to state and even from neighborhood to neighborhood. Teacher performance continues to come under attack, especially in ghetto areas, despite adoption of new certification procedures in numerous states. Many people feel that antiquated licensing policies in some systems screen out persons who would make excellent teachers.

In 1957, annual expenditures per pupil in 35 of the largest metropolitan areas across the nation were about equal in the cities and the suburbs. By 1962, the situation had changed to the extent that suburbs were spending annually, on the average, $145 more per pupil than the cities. Presumably an off-setting factor to the financial advantages of suburbia, state aid, in practice, serves as a means for increasing discrimination against city children. The suburbs actually receive $40 more per pupil in state aid than the cities. This pattern usually derives from the way the tax basis is constructed, a vexing and tangled set of problems even for specialists.

Though attention may be focused on the differences between urban and suburban systems, it is easy also to relate educational inequity to rural areas also. In a nation which authored the concept of universal education, can we not provide the child in the rural areas of New Hampshire or Pennsylvania, or a child in the slums of Watts or Roxbury, the same educational opportunities enjoyed by children in the suburbs of Scarsdale or Palo Alto?

Education costs more in the large cities because of high prices for school sites, buildings, high operating expenses, and costly special programs for unemployed, dropouts, migrants, and non-English speaking, culturally deprived, and socially maladjusted persons. Though a great deal of attention and approval has accompanied Federal aid to education, the fact remains that when 1¼ billion dollars are spread over fifty states and over 20,000 school districts, the effect on any one city or any one school is anything but massive. Reducing the size of a classroom by one student or adding one social worker to a staff in a slum school does little to relieve the pressure on urban education.

Perhaps the most obvious problem in education is a scarcity of talented, trained, and motivated teachers. While not as acute on the secondary level as on the elementary level, the shortage in poverty areas remains acute and serious.

Educators themselves are often the severest critics of education. Many are deeply troubled by the difficulties of the schools in teaching reading and in preparing students to win jobs and move on to better jobs. Some have noted that the whole value-system of secondary education, including rewards, feelings of achievement, self-respect, and ambition, is geared toward college preparation. Perhaps one of the main causes of dropouts is distaste for that experience which we refer to as vocational training, a misnomer in that college itself generally amounts to vocational training. Have we made so many rewards contingent upon the college degree that we have created an industrial crisis in present shortages of skilled workers? In our curriculum reform, have we driven from the schools many able-minded students who were not so fortunate as to be selected at an early age and headed toward college?

A grouping identified as functional illiterates (anyone with less than six years of schooling) numbered 6.7 million Americans in 1967. This definition doesn't include the many dropouts and even some high school "stayins" who satisfied attendance requirements and thereby received a diploma, but who, for all purposes, are functionally illiterate. If they are to have a chance to be productive in a largely technological society, they must have an education relevant to that society.

It has been estimated that within nine years 75%

of all people working in industry will be directly or indirectly producing products that have not yet been invented. In addition to entry-level job training, continuing education has become a competitive necessity for both employees and employers.

Obviously, our educational problems will not be solved quickly, nor without application of sustained effort by many people and institutions. It seems clear also that urban educational problems cannot be solved by piecemeal treatment, and it will not do to ask educators to make over the culture of the cities by themselves with the resources presently available to them.

This glimpse of the enormous enterprise of public education may help to explain the need for partners who can help to provide motivation for students and who can bring to bear new kinds of resources relevant to the non-school world.

The Gist of the Conversation

It is worth bearing in mind that the exchanges quoted in following pages took place between decision-makers in some of the largest and most powerful institutions in American society. Their remarks often advanced personal points of view and did not necessarily reflect institutional policies.

Five hours of discussion at 16 tables, 10 persons to a table, produced 80 hours of conversation, recorded by stenographers. A personalized program reorganized every table five times during the day, so that each person could meet new tablemates from both business and education at each seating. The transcriptions were coded and analyzed, and only the selections of the editors appear here. Quotations are not necessarily shown in their original sequence. They are drawn from the discourse at all tables in order to try to show, in a balanced way, the nature of most of the discussions.

The participants were assured that places, persons, and institutions would not be matched with quotations in this report. Attribution is given simply to "Industry" or "Education." The catch-all label "Community" refers for the most part to school-board members, many of whom were businessmen, but also, of course, to government, labor, and foundation representatives.

Right from the start of the discussions, school superintendents and businessmen traded impressions of each other, not always favorable and sometimes bluntly critical. The businessmen generally were more diplomatic, in that they tended to criticize the job done and results shown rather than the persons doing it.

OPINIONS ABOUT BUSINESSMEN

Education: "Businessmen want to talk, but they do not want to do. We have not been able to get them to move."

Education: "The business community needs to know and understand the total problem . . ."

Education: ". . . The businessmen want instant results. They do not care about tomorrow, they care about today."

Education: "I think that . . . [for reasons of] its own self-interest business is becoming concerned with this problem."

Education: ". . . Ninety-five percent of industry's leadership work in the city and reside in the suburbs. They don't really care about the school systems in the cities. They care about the school systems which they will have direct contact with when they send their children to them . . . [There,] when you get 500 signatures you can run for the school board and take it over. Yet, for the past 15 years we have not had on our [city] school board a representative of a large business despite the fact that business pays 58 percent of our property tax . . ."

Education: ". . . The best teaching in the world is being done by business and the military. What is needed is a relationship where business will evaluate . . ."

Education: "In order to get a good job in the business world, a person needs a college diploma . . ."

Education: "Business ignores the people who do

not go to college. That is the attitude of the parents and the children."

Education: "Schools in urban communities are failing. A lot of businessmen are realizing that they have been quiet for too long a time."

Education: "There is a feeling among teachers that the business world is not and never has been concerned with the progress they are making . . ."

Education: "The businessmen have a feeling that we cannot do right in the field of education. I think we are on a downhill road in the school systems now. We are plainly not doing well in our jobs."

Industry: "I think you can find businessmen that are enlightened enough to help the educators of our country."

OPINIONS ABOUT EDUCATORS

Industry: ". . . It seems to me that the school system needs *management* consultation . . ."

Industry: "I think the biggest obstacle is the competency of the system . . ." We should give them a little more of an industrial point of view."

Industry: ". . . Maybe industry doesn't recognize that the life of the superintendent has changed in the past 24 months. He needs to be in his school buildings more than ever before. The businessman can [relax] in the Harvard Club . . . The superintendents must go to many protest meetings . . . Businessmen have to understand that they can control pressures a little more easily than the public servant."

Industry: ". . . I think maybe what we need in our school systems are leaders who can handle this question of pressure and than take a leadership position regardless."

Industry: "Too many of the school programs . . . start off in one direction and then go off in another . . . They last for about two or three years and then end as an experiment that has failed. I think there is a terrible danger that we have a lot of agencies and programs without clear direction."

Industry: "One of the surest ways to transform schools is to find outstanding [persons] that have management capabilities. If we could just find the best management for the large schools, there would be a change."

GOALS

The participants explored each other's aims and tried to find mutually acceptable objectives for education. Agreement did not come easily or often, and many questions went unanswered.

Education: ". . . .The *goals* are simple: We want to provide education for the understanding of our society so that the individual can participate in it."

Industry: ". . . Education must specify its objectives so that somebody can come in and help . . ."

Education: "There must be some relationship between what the student learns in [school] and what really happens on the job."

Industry: "The real question is 'What is education?' Does it hold men to be [only] vocational? . . ."

Industry: ". . . It is the responsibility of the schools to make useful, intelligent citizens out of the nation's children. They are failing to do this."

Education: "Goals of yesterday are not applicable to the city today . . . Getting the inner-city kid to assume a place of dignity and respect in society, this is our goal . . ."

Industry: "Discipline and responsibility should be taught in the schools. We run our business on the assumption that the kind of employee we hire will be trustworthy."

Education: "This is a common problem and as yet we have found no . . . answer . . . Can business cooperate with the schools in this?"

Community: "The deficiency in the number of mechanics we have and what we need is unbelievable."

Industry: ". . . [Educators] should dissolve the notion that you learn from age 5 to 22 and work for the rest of your life. There should not be a set age where all of a sudden learning stops and you start to work. It just does not happen like that. People learn during their entire life."

Education: "Everybody knows what the schools are trying to do. They are trying to produce good citizens, and they are having trouble at it . . . I think a youngster should learn about those things that will be connected to his [later] life. This is where industry should step in . . ."

The participants worked hard at identifying *problems* in education which seemed to them worthy of cooperative approaches. One superintendent set the tone at his table with an expression of grave concern for the school system in his city. "The main *problem* is survival, just plain survival," he maintained.

The conversations kept doubling back to get closer analysis and understanding of general types of problems. Quotations therefore have been arranged by problem areas, pretty much the way subjects were brought up and changed, and changed again, at most of the tables.

VOCATIONAL EDUCATION

Industry: "Industries are concerned particularly with the *vocational* aspects of education."

Community: "Many vocational students stop their education after ninth, tenth, and eleventh grades. This is no good. Something is wrong."

Community: "I know cities where there is only one good vocational high school, but there is not a good vocational *system* in this country. They are all very, very bad."

Education: "We are beginning to shut down vocational schools. Parents do not want their children to attend them and grow up to do the same thing they are doing themselves."

Community: ". . . Kids themselves do not want to be known as carpenters or mechanics."

Education: "We give the course different names — something like 'Transportation' instead of 'Mechanics School'."

Community: "In most cases the vocational school is used by traditional educators as a dumping ground . . ."

Education: "Most of our teachers have done nothing [else] and are limited in their previous vocational experience."

Education: "Industrial training has immediate gratification. School only offers postponed gratification, and this is often discouraging to a student."

Industry: "One successful program between industry and education is the student working part-time and spending the rest of the time in school. This enables him to get gratification immediately . . ."

Education: "The real secret of vocational education is to have the school run in such a way that each child feels that he can go as far as he wants in his education. If he discovers that he does not have the ability to finish what he wants, he will have to know that he still will be able to get a job."

PRE-SCHOOL EDUCATION

Education: "I think that *pre-school education* ought to be made available to all youngsters . . . This is the time when children are more receptive."

Industry: "Early childhood education is important. Is this accepted?"

Education: "It is not accepted by the business world."

Industry: "Is it agreed that we all want early childhood education?"

Industry: "I think the last thing business should do is decide whether there should be education for two- to five-year olds."

Education: "The position we take is that there is a real need particularly in the inner-city to provide for education prior to kindergarten . . . We can say that dropouts are made at three and four years of age . . . We could conclude that elementary education is more important than secondary education, even though we spend more money on the secondary level than the elementary. We feel this is especially true of inner-city youngsters who do not receive the advantages of the middle-class youngsters."

Community: "How can the cooperation of business be obtained to support an early childhood program?"

Education: "Educators have the responsibility of going to the businessmen and asking for help. We must expose them to the importance of this kind of start. We ought to convince the businessman that this ranks at the top in long-range planning for our children."

Industry: "The question presumes that everyone in education agrees that early childhood education is of top priority."

Education: "It is not of top priority in short-term goals."

Industry: "Children who are two to three to five years old should be allowed to go to school. These schools should not be called 'pre-school' but rather they should be incorporated into the school system and be called 'school.'"

Education: "The difficult problem to build up early school education is finances."

Industry: "During the period between now and five years from now, one of the thrusts that we could do in the city is to get early learning down pat."

GUIDANCE

Community: "So the knowledge of the *guidance counsellors* is purely theoretical?"

Education: "Yes."

Community: "In our junior and senior high schools the guidance counsellors, who are supposed to be guiding the youngsters into occupations, do not know anything about industry or how it works . . . We have to bring industry into the schools to talk to the children. They really have to *talk* to them! . . . We can't start this program [just] in the senior high schools. We must start at the elementary school level. Every child should have a career goal, and he should be encouraged in it by people who are involved."

CURRICULUM

Industry: "*Curriculum* is important, should we restructure the . . . system?"

Education: ". . . As professionals, we were produced in another generation with a different set of values and approaches . . . [yet] we are willing to change the curriculum . . ."

Industry: "You need a double curriculum in public schools: *both* general education and vocational studies."

Community: "Our problem is to *integrate* vocational and technical [studies] with the academic course."

Education: "We need to develop a curriculum that will train kids for jobs . . . [that will also] teach the children management and leadership. From this training, they will go on to jobs of higher quality . . . One important aspect of this is that the child learns what he is capable of doing."

DROPOUTS

Industry: "The problem is that a *dropout* breeds a dropout. [The process] is inherent in the inner city. What can business and schools do? . . . [You] have to consider their parents and . . . brothers and sisters who live with them. You are going to have to take one kid at a time and lead him to the educational trough. Who is the parent? Is the school system the substitute parent or is the corporation the substitute parent?"

Industry: "Our institution has discovered that no one is responsible for the dropout after he has left school."

Education: "About 70 out of every 100 children finish high school . . . Records of academic failure and truancy can be identified as early as age nine or ten. Schools work from a remedial position in trying to solve these problems . . ."

Industry: ". . . I think that industry and business have a feeling of care and hope toward this undereducated child."

Community: "I dropped out at 14, and I had no problem getting a job except during the depression. I could read and write."

Education: "But then there were jobs for fourteen-year olds."

Education: "Maybe it would have been helpful if you had graduated."

Community: "If it had been easy . . . to return to school, I would have but considering the choices offered to me, I prefer the way I went. We [do] have to make it easier . . . for them to get back into school . . . If the kid is really literate, I am not concerned with his dropping out of school. In [my] city more than one-half of the kids cannot read at the proper level when they *graduate*."

Industry: "We have to give them a complete kind of education from which to choose. We are missing what industry can do. Industry should sit down and find out what the problems are."

Community: "I believe that . . . some may drop out because they have to support their families. Programs are set up sometimes where they can work and go to school. These programs are extremely beneficial and necessary."

Education: "An educator is constantly faced with the matter of finding the finances and the matter of getting the community and certainly the business people of the community to understand the needs of the schools. One of the very big problems is just sensing and having a feeling for the changing climate in the school system."

TEACHER TRAINING

Education: ". . . We could use a complete revamping of *teacher training*. The whole teacher training program is a mess throughout the country."

Community: ". . . The attitudes of the teachers sometimes turn off the kids in the primary grades . . . Until there is a change in attitude, we are in trouble."

Education: "An elementary school teacher has a great responsibility . . . They have to be well-educated in the best of schools."

Education: "One of the problems is that the majority [of candidates want to] become teachers of English, history, and social studies. The number of institutions which train people to become vocational teachers is very few."

Industry: ". . . Making a fellow in the Peace Corps a qualified teacher just on the basis of his experience is a good idea. Maybe that is the kind of person needed, one who is concerned about the welfare of human beings."

Education: "Let's put that myth away. If you can breathe, you can get a license. It is very easy for anyone to get a degree by equivalency . . . We have all the teachers we need . . . We haven't got the right kind of teachers . . ."

Education: "Many teachers are not ready to go into the ghettos much less teach in the ghettos."
Education: "Most of our people who operate classrooms do not know what it is to work outside the school situation."

Community: "Would you agree that if we could somehow educate the teachers in the world of work while they are in teachers' colleges, it would really be profitable?"

Education: "Yes, I think so."

Education: "Teachers should be granted leaves of absence or sabbaticals during the year where they could actually get out into the business world."

MINORITY GROUPS

Community: "The problem is not really the dropout or the redesign of education for motivation. The problem is the basically negative, hostile attitude of the whites toward the *minority groups*."

Community: "I know that black is beautiful, but I cannot do all the things I want to and need to do without white help. I must get some of my technical help from the whites. We cannot do this without cooperation from the whites. They are giving us the push we need. In our organization we have white people, but it is a black project."

Education: "It is a mixed society, like it or not. I think that we can get into a really big problem with [a] business [that] takes the position of 'Here is X amount of dollars. You develop something down there.' There is no accountability. It must always be a failure . . . Then there are no more experiments. You cannot wash your hands that easily. We have to work together and help each other."

Education: ". . . We in the schools are concerned with the number of young people that are turned out or turned away from the schools without skills to sustain themselves in their families and their communities . . . In some cases, not counting dropouts, 25% of senior classes leave without ability."

Industry: "Do you mean basic skills or vocational skills?"

Education: "Both."

SUPERINTENDENTS

Education: "I think the *role of the superintendent* is changing considerably . . ."

Community: "We have to have a new breed of school superintendents. The whole training program for school superintendents must be changed . . ."

Education: "I think we are in bad shape, and we will be in worse shape. The training of the superintendents is left to an institution that has the largest amount of knowledge, the university. It is a long way from urban America. The brightest young man I have worked with in my life is my 25-year-old administrative assistant. He has never had a course in education yet . . ."

Community: "Some of the qualities that used to make a good superintendent were:

1. He spent his evenings reading Shakespeare.
2. He was considered the best-dressed man in town.
3. His wife was on the society page.
4. He was a slick speaker.

[Now] he has to deal with the problems of the city, and . . . he *has* to be a management type."

Community: ". . . One of the biggest criticisms is that [administrators] do not follow good management procedures. It seems that we are going to have to get management into our systems probably at management's cost."

Community: ". . . [Several] school systems are hiring people right from business to work on the business side of the school."

COMMUNITY PARTICIPATION

Industry: "When you are trying to bring about improvement in education, the *community* must know what your ideas for improvement are. The people should have the right to tell the school system what they want in their school system . . ."

Industry: "The more the people learn what is really going on in the schools today, not just by reading the newspapers, the more the people will be willing to help . . ."

Community: "Community involvement is necessary to produce a successful society. Community organizations provide guidelines . . ."

Education: ". . . Involvement has to be on a very personal level."

Industry: "What will happen to the PTA structures?"

Community: "I think they will die."

Education: "They will change."

Industry: "PTA's raise a great deal of money."

Education: "PTA's are doing great things with parents, teachers, and students . . . They are going to become more involved in the difficulties that affect the schools. Local groups want to do more today."

Education: "Total participation of the parents is needed . . . [Children] have to get a good self-identity for themselves from their parents . . . Business and industry's support of adult education is needed . . . Adult education will provide a self-concept for parents, and the parents will encourage their kids in this way."

Education: "The people of the neighborhood should volunteer to come in and teach . . ."

DECENTRALIZATION

Community: ". . . *Decentralization* is covered with semantics, for there are all kinds of problems involved . . . What [in fact] *is* decentralization?"

Education: "Actually, it is involvement in helping to determine what is happening . . . [But] everybody wants to get into the act. If there are 5,000 people there cannot be 5,000 decision makers."

Industry: "I believe in decentralization until it gets to *me*."

Industry: "We can single out why we want community control to work: we have not found any way to crack the [present] system."

Industry: "I regret to say that salaries and conditions in the suburbs attract a better quality of teachers. Therefore . . . the conditions are almost always better, and generally they are run better. I happen to think the schools in the city would be run better if [the system] were broken up into smaller units and given larger appropriations . . ."

LAWS

Industry: ". . . Let us look at *the laws* that govern the school system. We are locked in.

Education: "We are not really *that* locked in. Schools can go to 12 months if they want to. The minimum is nine months a year . . . We can do a lot of things."

Community: "We are told how many minutes our classes have to be. We are told what classes we have to teach."

Education: "The only way the state knows is by what is down on the paper that you turn in. You can *say* that you taught history when you really taught urban education. They would never find out. Today you have kids demanding to be educated. This is something new."

Education: "We can teach a lot of things and get away with it . . ."

Education: "State Departments want to *help* . . ."
Industry: "[But] there are certain political filters that they must work through."

Community: ". . . I really think that a lot of our present laws should be overhauled."

STUDENTS

Industry: "In some of our high schools the situations are explosive. *The kids* are . . . rebelling . . ."

Education: "Our youngsters are better educated today in terms of greater awareness in what is going on in the world. These youngsters are far beyond where their parents were. The schools take credit for it . . . [but] education is only a part of it . . . Students are demanding a change."

Industry: "Many students are so preoccupied with their social problems at home that they just can't do their schoolwork . . ."

Education: ". . . Let's note that not all the things that should be done are vocational. We have to do something for the *soul* of the kid."

Community: "The significant inducement is to offer the kid a job. The job will make him want to learn."

SCHOOL BOARDS

Industry: "The *school board* can only be improved if the people on it are improved . . ."

Community: "You should not have seven or nine businessmen on a board. Maybe one or two. The level of involvement of businessmen should be [limited]."

Industry: "The easiest way to reach the business community is to put a businessman on the school board . . ."

CONTROVERSY AND INVOLVEMENT

Industry: "In anything . . . *controversial,* there is a tendency not to get *involved.*"

Industry: ". . . What are the reasons business and industry do not get involved in . . . decentralization? Is it the controversy in it or the philosophy? Speaking from industry, I think it is . . . the controversy.

Industry: "We sense a controversy around race relations . . ."

Community: "The basic problem of urban education and urban society is racism, and nowhere in society does racism exist more extensively than in American business."

Industry: "The major concern of big business today is people . . ."

Industry: "We are depending on the schools for our manpower. This is one of the main reasons that we have to get involved."

Industry: "I am here as a learner . . . my company over the years of our corporate history has not believed that it was the corporation's responsibility to help education, . . . [We have] thought that the twelfth grade and below was the responsibility of the parents of the children who were attending . . ."

Education: "The problems that schools are involved in represent a total spectrum of social ills."

Industry: ". . . Business [itself] isn't socially motivated. Persons within business *are.* There is a change in business management to the extent that [we now] say it is good business to have a good education system."

Industry: "We don't have all the answers. We have management problems of our own. It is hard to imagine what problems the superintendents have . . ."

STARTING A CONVERSATION

The discussions shifted now and again from problems of the schools to problems of the participants themselves. How are partnerships to be

started? Who makes the first move? What kind of organizations are needed?

Education: "*Who should start* the movement toward a better understanding between business and education?"

Industry: "I think the schools should start it and keep the initiative going."

Industry: "The industries will cooperate with the schools if they are asked."

Education: "Why don't the industries come to us and ask us what they can do, since they will be profiting by doing so?"

Industry: ". . . I am firmly convinced that it is the responsibility of the school leaders to take the lead and establish better relations with business."

Education: "What I am trying to say is this: We should not have to ask you for help. You should be concerned enough to come to us and ask us if there is anything that you can do . . ."

Education: "Many professional educators are afraid of people coming in . . . We are also afraid of going outside . . ."

Industry: "I think we have a tendency to talk about those things that are easy to talk about . . . What we are afraid to do is let the people know the kind of school system we have . . . this inefficient system . . ."

Industry: "We have to be honest with each other. Once you are honest and you want to do something you can get it done. We are afraid to talk about these things."

Education: ". . . A partnership must be formed . . ."

Education: "The time is now. Business leaders in [my city] want to meet and work together. We need help . . . We are going to get together."

Industry: "What is the best way to start?"

Industry: ". . . I think the key is the relationship between the superintendents and the company presidents . . ."

Industry: "What we have got to have is people who can sit down and analyze the problems . . ."

Industry: "Isn't it usual in a city for two or three businessmen to proceed with the problem and then decide how *they* would approach it? Maybe three or four of them get together . . ."

Education: ". . . [This] really needs some kind of buffer group that will pull top-level business people together . . ."

Industry: "A business advisory council should be started."

Education: "It is important to have top people."

Industry: "Why don't the superintendents call on more of the executives as members of committees or as advisors?"

Education: "Not many businessmen come and ask us what we want."

Industry: "Why don't you go to them and ask them? Maybe they are waiting to be asked. I think that industry can probably provide assistance in any areas you ask them."

Industry: "I think the school system should define its problems so that they can be discussed . . . Any business would be willing to deal with a specific target that you are trying to reach . . . It is [too] easy to say, 'Here is the whole school system, let's talk about it.'"

Education: ". . . All the things that industry can do best and the things that schools can do best should be sorted out . . ."

PARTNERSHIPS

Judging from the protocols considered just in starting local conversations, the organizers of partnerships will face many difficulties. They can expect to be tested for patience, diplomacy, diligence, ingenuity, and good will. Still, a central theme in the conversations was local action, local organization, local communications. Many varieties of "answers" to problems were suggested and nearly all of them involved the idea of a local partnership.

Industry: "Work-study programs . . . [the students] work in the afternoon and attend classes in the morning . . ."

Industry: "It is a field trip in a way, and any business firm would cooperate with any school for a field trip."

Education: ". . . Work with . . . ninth and tenth grades . . . This is a partnership kind of thing that goes on for several years. [The students] then know the company and have experience. They see what industry expects of them."

Community: "One of the answers we have to come to is to have year-round school . . . It should be a work-education program where they go to school nine months and work three months. Some will be coming to school while others are working."

Industry: ". . . This organization has existed for six years. Seven companies sponsor it. They take drop-outs from high school and help them to earn their high school diplomas . . . They work one week and go to school the next week. As long as they attend classes, they can retain their jobs. This seems to be successful. We hire about 60 percent of these graduates. The classes are small . . ."

Community: "We have work-study schools. We are breaking away from tradition. The youngsters do not go to school; they come to the classes at an industry. They go out into the store and find out what it takes to work there. They work in the morning and go to school in the afternoon . . . Almost everyone wants to participate in it . . . The hardest part is trying to come up with a program where youngsters [really] can learn about the business world . . ."

Industry: "Adoption of a high school can become a good thing with [enough] effort."

Education: "Industry could adopt a school. This would produce a continuous dialogue with industry. Many [students] would go on to positions in that company . . ."

Industry: "A special educational foundation should be started so business can express its financial interest in the city."

Industry: "I think Northern California has a great idea. They have in Industry-Education Cooperation Council, which is a group of university people, business people, school people, labor union people, and so on. They organize meetings . . . they publish a paper. They have got this thing well-organized. They discuss mutual problems . . . They have a Chamber of Commerce-like approach to education . . ."

Industry: ". . . Superintendents have asked businesses for assistance in publicizing their school bond issues."

Industry: "Last summer we were able to finance some special summer school programs . . . It worked out well . . ."

Education: ". . . Business can help schools . . . I met with the people of the Chamber of Commerce, and a [company] lent us an organization specialist who [studied] the management structure of the school system. He prepared a report which identified problems [and] told us what we should do . . . They lent us three people to work with us full time . . ."

Industry: "We started a 'Head Start' program at our company on a volunteer basis. The participation was very high and the response was enthusiastic. It was a public and private venture. It encouraged the people in the community to get involved . . . It was very successful . . . After this program started, we realized that we needed to do more. We are going to do it around the nation . . ."

Industry: "My feelings are that business should start becoming involved in the quality of education . . . I think it is wrong to have industry in the job area alone . . . Maybe one of the things industry should do is to trade personnel with schools, and the school's administration should come in to see the business. Then some of the technology can be compared and exchanged . . ."

Industry: ". . . In other words, industry gives education a man that it can use to teach the kids and at the same time education gives the industry a man [to] use in its daily operations."

Industries: "How does business respond to the notion that business would actually contract with school districts to perform services of administrative design and operations analysis?"

Community: ". . . Business really could help to manage the schools . . . Cost accounting costs money, but it saves a great deal . . ."

Education: "What I am saying is that education does not always have to be carried on in school. Maybe some of these industries would care to . . . look at it and restructure it. Maybe there is a better

kind of system for this particular time in history."

Education: "Business knows how to sell and educators don't. We don't try to sell what we know about good education."

Education: ". . . Money is not the most important factor. We need consultants, brains, and know-how . . ."

Industry: ". . . We do take a position on social issues and on the legislative level. As far as proposals made by educational leaders go, sometimes we support them, and sometimes we do not support them . . . I think the idea of going on record is a very important one."

Industry: ". . . One thing we are beginning to do is to listen to parents and kids in ghettos. They have definite goals. They say we need a new educational system in our country. They want for their kids what we want for ours. They want to control their schools . . . Do we *really* want to help city kids?"

An Evaluation

At the conclusion of the meeting, participants were asked to complete a two-page evaluation form. The forms used were color-coded, so that even though participants chose to remain anonymous, the staff could classify the returns according to the three major categories: industry, education, and "community" (the latter consisting of school board members and representatives of professional organizations, foundations, unions, etc.). A total of 100 evaluation forms were returned from 37 businessmen, 21 school administrators, and 42 other participants.

The more important results are summarized below. Tables 1, 2, and 3 present some of the views of the participants who responded.

TABLE 1*

Did you find the format of this conference effective in:

	I	E	C	Total
a) stimulating ideas?				
Yes	34	19	37	90
No	2	2	3	7
No response	1	—	2	3
b) involving participants?				
Yes	36	21	39	96
No	—	—	1	1
No response	1	—	2	3
c) enabling you to meet other participants?				
Yes	36	21	40	97
No	—	—	1	1
No response	1	—	1	2

*All questions except those whose results are reported in Table I were "open-ended" to allow the conference participants to express their views in their own words. In the tables, multiple responses account for percentages which sum to more than one hundred.

TABLE 2*

What did you like most about this conference?

	I	E	C	Total
Exposure to problems and issues	3	1	—	4
Exchange of ideas and experiences;	16	12	25	53
Formats	12	11	6	29
Participants	10	3	10	23
No response	1	2	5	8

TABLE 3*

What did you like least about this conference?

	I	E	C	Total
Insufficient time for discussion	5	2	3	10
Physical facilities	7	2	5	14
Absence of summary	1	1	1	3
Digression from topics	1	—	1	2
Redundancy of topics	1	2	1	4
Monotony of format	—	1	1	2
Untrained discussion leaders	—	—	2	2
Lack of participants from community	—	—	2	2
Lack of position paper	1	—	2	3
Lack of follow-up plan to utilize results	—	2	—	2
No response	18	7	20	45

*Answers to questions in Tables 2 and 3 are cited only if given by two or more respondents.

What Next?

Following the conference, numerous interesting letters have come to the sponsors. New partnerships, apparently, are on the way. A letter from an executive in a large corporation, the dominant employer in an industrial, midwestern city, explained his own post-conference course of action: "The New York meeting served the good purpose for me of stimulating a call to our local Superintendent of Schools. He and I are going to get together soon . . ."

Meanwhile IED has announced plans to provide consulting services for private industry in matters concerned with public education. These services will include studies and publications for the benefit of both businessmen and educators, with emphasis at the start on case-histories of partnerships.

The sponsors are inclined to feel that, although we may regard the conference as successful on the basis of the evaluation survey, the real evaluation has yet to come. The success of the conference should be measured by the actions which it may help to produce. If school administrators and business men who did not know each other or know about each others' interests and problems have been stimulated to combine their efforts in even one or two cities; if the participants in some instances have modified their stereotypical views of each other; if the experiences or methods of the conference are considered worthy of replication regionally or locally; if any of the participants carried away ideas or impressions which turn out to have ramifications for educational programs or policy: then the sponsors feel that the conference may be considered a success.

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